

# Utah CGP-Guidance Activities Action Plan 2004-2005\* (Large Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Bountiful High School District Davis

Target Group:(whole school, entire class) Students not reading on grade level

Target Group selection is based upon the following data/information/school improvement goals: Assist students who have not reached proficiency standards in reading.

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Pass UBSCT Reading	Students who have failed these sections will be able to pass - Sophomores picked up as low readers will pass reading section	Continuation of Read 180	Reading Staff in place	Students will perform over 160 on UBSCT reading	Sept 2004 Feb 2005	20-40 Students 94% passed reading - Increase of 6.93%

Ryck Astle  
Principal's Signature

6/6/05  
Date

\_\_\_\_\_  
Date of Staff Presentation

Pat Bleedwell  
Prepared By

# Utah CGP- Guidance Activities Results Report 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Bountiful High School District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Gledhill	Poor readers particularly those who may fail or have failed UBSCT	Read 180 in place	Sept 2004 Feb 2005 Continuing	Attached			Read 180 is helping those students who are reading below level - and test results are encouraging

Principal's Signature

Date

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Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data, examples and documentation

# UBSCT

BASIC SKILLS COMPETENCY TEST

February 2005  
School Summary Report

READING



School: Bountiful High School

District: Davis

Date Reported: March 17, 2005

90  
6.93 increase

## School Performance Summary for the Reading Subtest

DID NOT PASS TEST  
28 | 6%

PASS TEST  
437 | 94%

Minimal (100-153)		Partial (154-159)		Sufficient (160-169)		Substantial (170-200)	
n	%	n	%	n	%	n	%
13	3	15	3	47	10	390	84

Number of students tested with accommodations: 1

Number of students tested with modifications: 0

## Performance for the Basic Skills Curriculum Standards

Basic Skills Objectives	# of Correct Responses Possible	School Average Correct Responses	District Average Correct Responses
1.1 Use strategies to construct meaning of text	18	15.29	14.77
1.2 Use strategies to deepen and broaden understanding	45	37.04	35.46
2.1 Demonstrate competency with functional text	19	16.86	16.48
2.2 Demonstrate competency with informational text	25	19.68	18.64
2.3 Demonstrate competency with literary text	19	15.79	15.12

Summary information is not provided if a school has less than ten (10) students in order to preserve student confidentiality.

To see state performance data and additional school data, visit: [www.usoe.k12.ut.us/eval/BSCT/results](http://www.usoe.k12.ut.us/eval/BSCT/results)

Scaled score is a number ranging from 100 to 200. For more information, read The Scoring Process on the back.

U-PASS  
Utah Performance Assessment System for Students

07704

Reading Proficiency UBSCT 2004: 87.7%

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	299	6.6	6.6	6.6
1	117	2.6	2.6	9.2
2	142	3.1	3.1	12.4
3	513	11.4	11.4	23.7
4	3445	76.3	76.3	100.0
Total	4516	100.0	100.0	

Math Proficiency UBSCT 2004: 74.1%

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	302	6.7	6.7	6.7
1	278	6.2	6.2	12.8
2	587	13.0	13.0	25.8
3	976	21.6	21.6	47.5
4	2373	52.5	52.5	100.0
Total	4516	100.0	100.0	

Writing Proficiency UBSCT 2004: 76.8%

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	367	8.1	8.1	8.1
1	119	2.6	2.6	10.8
2	562	12.4	12.4	23.2
3	1765	39.1	39.1	62.3
4	1703	37.7	37.7	100.0
Total	4516	100.0	100.0	

UBSCT 2004 Retake Population Total

		Retake Population	
		Fulfilled Grad Requirement	Needs 1 or more retakes
schcode	Count	3031	1485
	Row %	67.1%	32.9%

# Utah CGP- Closing the Gap Action Plan 2004-2005\* (Small Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Bountiful High School District Davis

Target Group: All Math Students

Target Group selection is based on the following data/information/school improvement goal: Improve student math competencies.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Reduce number of students dropping math	Students will remain in math classes which would better prepare for ACT and college work	Math teachers will recommend next math to take - Retaking a class will be an option	none needed	Track number of class changes made	Spring 2004 end - need more time to gather data	1/4 of student body changing or dropping math

Thyck As H  
Principal's Signature

6/6/05  
Date

\_\_\_\_\_  
Date of Staff Presentation

Det. Reed  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs



**ENTERED**

# Utah CGP- Closing the Gap results Report 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Bountiful High School District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Gledhill	Those students dropping math		Spring 2004 Needs more time to gather data			Counselors feel changes were basically cut in half	

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

Date of Staff Presentation \_\_\_\_\_

Prepared By \_\_\_\_\_

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation

# Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Canyon Heights H.S. District DAVIS

Target Group:(whole school, entire class) Seniors

Target Group selection is based upon the following data/information/school improvement goals: Students become prepared for success in the workplace through career awareness and understanding and obtaining necessary vocational skills.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Confidence Ability to speak for themselves Knowledge of more careers and what is needed to attain them.	Assistance for students in developing job seeking & finding skills & in post high school placement Age appropriate assistance in developing employability skills: job seeking & job finding skills	Through Adult Roles & work class work Field Trips Learning Leaps (mini internships) Class presentations	xtra person (aide) to help monitor xtra money for bussing train teachers in tracking credits.	Students will make presentations on their experience with posters & question & answer period Evaluation from contact person. Better grades on report cards	Aug 26 May 29	35

[Signature]  
Principal's Signature

6/08/05  
Date

\_\_\_\_\_  
Date of Staff Presentation

Virginia Parry  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs





# Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Canyon Heights

District Davis

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Virginia Parry	Seniors	Adult Roles 7 Habits of Highly Effective TEENS Internships	Aug 25-05 May 15-05	32	CAREERS Curriculum <del>Test</del> Inventory		Feel confident going to adulthood. Know how to get a job Know what they want Know that they need more education & skills

[Signature]  
Principal's Signature

6/08/05  
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Virginia Parry  
Prepared By

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## CANYON HEIGHTS HIGH SCHOOL CGP-GUIDANCE ACTIVITIES REPORT

PERCEPTION DATA: It became evident to us that upon graduation our students were frightened and felt extremely unprepared for the adult world. We set up the Senior Block and Learning Leap experience to see if we could help them gain confidence.

RESULTS: Students report feeling that they can speak to adults.  
Students began putting more energy into their intended fields of study .  
More students signed up for and took the ACT to enter college than had in past years.  
Students report being aware of more careers that are available to them.  
There was a positive feeling of hope at graduation.

RESULTS DATA: Students became more focused on their own education.  
The students had better attendance and grades began to improve as they saw the relevance of classes to what they wished to do.

Many of our students did not realize how many different, real jobs there are. They also felt very insecure in new situations. They were escorted and introduced the first time that they were to go to a new situation, thus alleviating some of their nervousness. They became comfortable and grew to know that they do have good skills and things to offer the working world.

# Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005\*

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School Canyon Heights H.S. District DAVIS

Target Group: Highly at Risk Students (prenatal, suicidal,

Target Group selection is based on the following data/information/school improvement goal: Provide small group counseling for students with identified needs. -

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
School connectives Finding friends Not being alone Lower BDI scores Better grades	VIII Provide ongoing + effective groups or classes to deal with ongoing student issues -	Students gathered together once a week with support	4 Counseling staff 1 School nurse 1 Prenatal nurse Davis mental health staff 1. Suicide counselor 1. B+A counselor	Some success can be measured by "increased student attendance at school." 2. Students increased ability to cope with school climate 3. Parent testimonials 4. Students asking when the groups would start again	Nov 10 - Jan 15 Jan 25 - Mar 23	all - 105 45-

Jim H. Mc  
Principal's Signature

6/08/05  
Date

Date of Staff Presentation

Virginia Parry  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

# Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005\*

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School Canyon Heights High School District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Virginia Parry	Prenatal Parenting Depressed Suicidal Male issues social correctives Study Skills	- Nursing Skills - D4A - Assistance - Where there's a will there's an A.	Nov 10 Jan 18  Jan 25 Mar 23	105	Becks BDI  Prenatal Questionnaire		Students meeting together in small groups makes them more open. They like to know that they are not alone. We will continue to do this

[Signature]  
Principal's Signature

6/08/05  
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## CLOSING THE GAP RESULTS REPORT (SMALL GROUPS)-CANYON HEIGHTS

PERCEPTION DATA: New, non parenting students are given the Becks Depression Inventory.

New Parenting students come with many questions about their pregnancy.

Male students are unique to our student body and are sometimes left-out as we address the issues that surround a parenting population.

Non attendance at school because of social fears leaves many gaps concerning acceptable social behaviors and study habits.

### RESULTS DATA:

Some students have a better BDI score

Prenatal students and their parents report better preparation for delivery and less stress during pregnancy because of bonding and answering of questions during group sessions.

Teachers reported more turned in work and better attentiveness from students in study skills group.

Students reported ability to work on problems.

Research has not been strong in reporting great leaps because of group participation but we still feel strongly that it helps our students connect with us and each other and are continuing to hold them.

Year Credits: 6.25  
Cumulative Credits: 19.75

Semester 1		
CANYON HEIGHTS SCHO PSYCHOLOGY	B-	.25
CANYON HEIGHTS SCHO FOOD/NUTRITN 2	P	.25
CANYON HEIGHTS SCHO BIOLOGY	D	.25
CANYON HEIGHTS SCHO US STUDIES	F	0
CANYON HEIGHTS SCHO US STUDIES	D	.25
CANYON HEIGHTS SCHO ADULT ROLES 1	C	.25
CANYON HEIGHTS SCHO BIOLOGY	B-	.25
CANYON HEIGHTS SCHO CHILD DEVELOPMN	B-	.25
CANYON HEIGHTS SCHO CHILD DEVELOPMN	C	.25
CANYON HEIGHTS SCHO ADULT ROLES 1	P	.25
CANYON HEIGHTS SCHO WORLD CIV	D	.25

Semester 2		
CANYON HEIGHTS CHILD CARE 1	B+	.25
CANYON HEIGHTS CHILD CARE 1	P	.25
CANYON HEIGHTS ADULT ROLES 1	I	0
CANYON HEIGHTS ADULT ROLES 1	B+	.25
CANYON HEIGHTS SCHO YOGA	B+	.25
CANYON HEIGHTS SCHO YOGA	B	.25
CANYON HEIGHTS SCHO ENGLISH 11	D+	.25
CANYON HEIGHTS SCHO ENGLISH 11	C+	.25
CANYON HEIGHTS SCHO CHILD CARE 1	C+	.25
CANYON HEIGHTS SCHO CHILD CARE 1	C	.25
CANYON HEIGHTS SCHO US STUDIES	D+	.25
CANYON HEIGHTS SCHO US STUDIES	D+	.25
CANYON HEIGHTS COMP TECH	C	.25
CANYON HEIGHTS COMP TECH	C+	.25
CANYON HEIGHTS APPLIED MATH	A	.25
CANYON HEIGHTS APPLIED MATH	A	.25

Other Credits

As student became more aware of what she wanted and what she needed to do, her grades improved.

Grade: 12 2005  
Year Credits: 7.5  
Cumulative Credits: 27.25

Semester 1		
CANYON HEIGHTS OFFICE ASST	P	.25
CANYON HEIGHTS US HISTORY 2	C	.25
CANYON HEIGHTS YOGA	B-	.25
CANYON HEIGHTS YOGA	A-	.25
CANYON HEIGHTS INT ALGEBRA	D	.25
CANYON HEIGHTS INT ALGEBRA	D	.25
CANYON HEIGHTS ENGLISH 11	B-	.25
CANYON HEIGHTS ENGLISH 11	C-	.25
CANYON HEIGHTS ENGLISH 12	D	.25
CANYON HEIGHTS ENGLISH 12	D-	.25
CANYON HEIGHTS ADULT ROLES 1	A	.25
CANYON HEIGHTS ADULT ROLES 1	A	.25
CANYON HEIGHTS WORK BASED LEAR	A	.25
CANYON HEIGHTS WORK BASED LEAR	A	.25
CANYON HEIGHTS WORK BASED LEAR	A	.25

Semester 2		
CANYON HEIGHTS OFFICE ASST	P	.25
CANYON HEIGHTS US HISTORY 2	B	.25
CANYON HEIGHTS CHILD CARE 1	B-	.25
CANYON HEIGHTS CHILD CARE 1	A	.25
CANYON HEIGHTS INTRO HEALTH SCI	A	.25
CANYON HEIGHTS OFFICE ASST	P	.25
CANYON HEIGHTS CHILD CARE CENT	A	.25
CANYON HEIGHTS CHILD CARE CENT	A	.25
CANYON HEIGHTS ENGLISH 12	B-	.25
CANYON HEIGHTS ENGLISH 12	A-	.25
CANYON HEIGHTS ADULT ROLES 1	A	.25
CANYON HEIGHTS ADULT ROLES 1	A	.25
CANYON HEIGHTS WORK BASED LEAR	P	.25
CANYON HEIGHTS WORK BASED LEAR	P	.25

Other Credits

This student moved from Not knowing to teaching Elementary school to Running a day care. (She is definatue about getting an education & not just doing in-home day care)

Grade: 11 2004  
 Year Credits: 5.5  
 Cumulative Credits: 19

Semester 1				Semester 2				Other Credits	
LAYTON HIGH SCHOOL	US STUDIES HON	F	0	CANYON HEIGHTS	US STUDIES	A	.25		
LAYTON HIGH SCHOOL	US STUDIES HON	F	0	CANYON HEIGHTS	PSYCHOLOGY	A	.25		
LAYTON HIGH SCHOOL	AM JUDICIAL SYS	A-	.25	CANYON HEIGHTS	PSYCHOLOGY	A	.25		
LAYTON HIGH SCHOOL	AM JUDICIAL SYS	D	.25	CANYON HEIGHTS	ENGLISH 11	B+	.25		
LAYTON HIGH SCHOOL	CHEMISTRY HON	C-	.25	CANYON HEIGHTS	ENGLISH 11	B+	.25		
LAYTON HIGH SCHOOL	CHEMISTRY HON	F	0	CANYON HEIGHTS	CLOTHING 1	A	.25		
LAYTON HIGH SCHOOL	PRE CALCULUS	A	.25	CANYON HEIGHTS	CREATIVE WRITING	B-	.25		
LAYTON HIGH SCHOOL	PRE CALCULUS	C+	.25	CANYON HEIGHTS	CHILD CARE 1	A	.25		
LAYTON HIGH SCHOOL	AUTO TECH 1	A	.25	CANYON HEIGHTS	CHILD CARE 1	B	.25		
LAYTON HIGH SCHOOL	AUTO TECH 1	A-	.25	CANYON HEIGHTS	ELEM ALGEBRA	A	.25		
LAYTON HIGH SCHOOL	COMM PHOTO 1	F	0	CANYON HEIGHTS	ELEM ALGEBRA	A-	.25		
LAYTON HIGH SCHOOL	COMM PHOTO 1	F	0	CANYON HEIGHTS	CREATIVE WRITING	A	.25		
LAYTON HIGH SCHOOL	ENGLISH 11	B-	.25	CANYON HEIGHTS	CHILD CARE 1	A	.25		
LAYTON HIGH SCHOOL	ENGLISH 11	F	0	CANYON HEIGHTS	CHILD CARE 1	B	.25		

Grade: 12 2005  
 Year Credits: 8  
 Cumulative Credits: 27

Semester 1				Semester 2				Other Credits	
CANYON HEIGHTS	US HISTORY 2	A	.25	CANYON HEIGHTS	PSYCHOLOGY	B+	.25	CANYON HEIGHTS	FAMILIES IN ACTIO P .25
CANYON HEIGHTS	US HISTORY 2	D+	.25	CANYON HEIGHTS	US HISTORY 2	B	.25		
CANYON HEIGHTS	PEER SUPPORT 1	A	.25	CANYON HEIGHTS	STUDENT GOVERN	A	.25		
CANYON HEIGHTS	PEER SUPPORT 1	P	.25	CANYON HEIGHTS	STUDENT GOVERN	A	.25		
CANYON HEIGHTS	INTRO HEALTH SCI	B+	.25	CANYON HEIGHTS	FOOD/NUTRITN 1	B-	.25		
CANYON HEIGHTS	INTRO HEALTH SCI	A	.25	CANYON HEIGHTS	YOGA	B	.25		
CANYON HEIGHTS	CLOTHING 1	A	.25	CANYON HEIGHTS	3D DESIGN	C+	.25		
CANYON HEIGHTS	ENGLISH 11	A-	.25	CANYON HEIGHTS	3D DESIGN	A-	.25		
CANYON HEIGHTS	ADULT ROLES 1	B-	.25	CANYON HEIGHTS	ADULT ROLES 1	A	.25		
CANYON HEIGHTS	ADULT ROLES 1	A-	.25	CANYON HEIGHTS	ADULT ROLES 1	A	.25		
CANYON HEIGHTS	ENGLISH 12	A	.25	CANYON HEIGHTS	ENGLISH 12	A-	.25		
CANYON HEIGHTS	ENGLISH 12	A	.25	CANYON HEIGHTS	ENGLISH 12	A	.25		
CANYON HEIGHTS	COMPUTER TECHN	A	.25	CANYON HEIGHTS	FIT FOR LIFE	A	.25		
CANYON HEIGHTS	COMPUTER TECHN	B+	.25	CANYON HEIGHTS	WORK BASED LEAR	P	.25		
CANYON HEIGHTS	ART FOUNDATIONS	A-	.25	CANYON HEIGHTS	WORK BASED LEAR	P	.25		
CANYON HEIGHTS	OFFICE ASST	P	.25						

This student worked with a deliver room nurse and a Jr Hi Counselor doing a group.  
 She will be successful at which ever career she chooses



Grade: 11 2004

Year Credits: 5.5

Cumulative Credits: 19.75

Semester 1			Semester 2			Other Credits
VIEWMONT HIGH SCHOC CERAMICS 1	A	.25	CANYON HEIGHTS	ADULT ROLES 1	I	0
VIEWMONT HIGH SCHOC CERAMICS 1	F	0	CANYON HEIGHTS	ADULT ROLES 1	D	.25
VIEWMONT HIGH SCHOC SOCIOLOGY	B+	.25	CANYON HEIGHTS	PSYCHOLOGY	D	.25
VIEWMONT HIGH SCHOC SOCIOLOGY	F	0	CANYON HEIGHTS	PSYCHOLOGY	D	.25
VIEWMONT HIGH SCHOC CHILD CARE CENT	B-	.25	CANYON HEIGHTS	ENGLISH 11	C+	.25
VIEWMONT HIGH SCHOC CHILD CARE CENT	F	0	CANYON HEIGHTS	ENGLISH 11	D	.25
VIEWMONT HIGH SCHOC ADULT ROLES 1	B	.25	CANYON HEIGHTS	GEN CRAFTS	C+	.25
VIEWMONT HIGH SCHOC ADULT ROLES 1	F	0	CANYON HEIGHTS	GEN CRAFTS	C+	.25
VIEWMONT HIGH SCHOC INT ALGEBRA	C+	.25	CANYON HEIGHTS	ENRICH READING	F	0
VIEWMONT HIGH SCHOC INT ALGEBRA	F	0	CANYON HEIGHTS	ENRICH READING	D+	.25
VIEWMONT HIGH SCHOC CHEMISTRY	C	.25	CANYON HEIGHTS	US STUDIES	B-	.25
VIEWMONT HIGH SCHOC ENGLISH 11	F	0	CANYON HEIGHTS	US STUDIES	B-	.25
VIEWMONT HIGH SCHOC US STUDIES	D+	.25	CANYON HEIGHTS	COMP TECH	C+	.25
VIEWMONT HIGH SCHOC US STUDIES	F	0	CANYON HEIGHTS	COMP TECH	D	.25
VIEWMONT HIGH SCHOC ENGLISH 11	A	.25	CANYON HEIGHTS	APPLIED MATH	A	.25
			CANYON HEIGHTS	APPLIED MATH	B	.25

Grade: 12 2005

Year Credits: 7.5

Cumulative Credits: 27.25

Semester 1			Semester 2			Other Credits
CANYON HEIGHTS	PSYCHOLOGY	A .25	CANYON HEIGHTS	ADULT ROLES 1	A .25	This student had an experience working at a shelter home. It helped her define her goal to go to college and become a social worker.
CANYON HEIGHTS	PSYCHOLOGY	A .25	CANYON HEIGHTS	ENGLISH 12	A .25	
CANYON HEIGHTS	PLATO GEOMENTR	P .25	CANYON HEIGHTS	US HISTORY 2	A .25	
CANYON HEIGHTS	YOGA	A .25	CANYON HEIGHTS	ENGLISH 12	A .25	
CANYON HEIGHTS	YOGA	A .25	CANYON HEIGHTS	WORK BASED LEAR	P .25	
CANYON HEIGHTS	PLATO ENGLISH 11	P .25	CANYON HEIGHTS	WORK BASED LEAR	P .25	
CANYON HEIGHTS	3D DESIGN	A .25	CANYON HEIGHTS	WORK BASED LEAR	P .25	
CANYON HEIGHTS	3D DESIGN	A .25	CANYON HEIGHTS	WORK BASED LEAR	P .25	
CANYON HEIGHTS	CRIT WORK SKILL	A .25	CANYON HEIGHTS	WORK BASED LEAR	P .25	
CANYON HEIGHTS	CRIT WORK SKILL	A .25	CANYON HEIGHTS	WORK BASED LEAR	P .25	
CANYON HEIGHTS	ENGLISH 12	A .25	CANYON HEIGHTS	WORK BASED LEAR	P .25	
CANYON HEIGHTS	ENGLISH 12	A .25				
CANYON HEIGHTS	WORK BASED LEAR	A .25				
CANYON HEIGHTS	WORK BASED LEAR	A .25				
CANYON HEIGHTS	WORK BASED LEAR	A .25				
CANYON HEIGHTS	WORK BASED LEAR	A .25				
CANYON HEIGHTS	WORK BASED LEAR	P .25				
CANYON HEIGHTS	WORK BASED LEAR	P .25				
CANYON HEIGHTS	WORK BASED LEAR	P .25				
CANYON HEIGHTS	WORK BASED LEAR	P .25				



(Large group)

Utah CGP - Guidance Activities Action Plan 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Clearfield High School District Davis

Target Group: (whole school, entire class) Senior Students with Credit and/or Citizenship Deficiencies

Target Group selection is based upon the following data/information/school improvement goals: Counselors saw a decrease in the number of seniors who left make up of credits and citizenship until late in the year. Data to support effectiveness of interventions were weak (tracking started 2<sup>nd</sup> term).

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
To evaluate the effectiveness of counselor term letters and parent contacts in encouraging more prompt efforts by seniors to correct credit and/or citizenship deficiencies	Seniors making up credit and/or citizenship deficiencies earlier in the year in order to decrease end of year stress	Graduation summaries at Aug. registration 1st, 2nd, 3rd term letters and parent contacts	Individual tracking forms Allot time for parent contacts	Individual tracking sheets will be used to keep track of deficiencies and make up Data will be evaluated in May to determine effectiveness of interventions	August 2004 May 2005	Approximately 50% of seniors have credit or citizenship deficiencies (290 seniors)

M. Amourthy  
Principal's Signature

6/7/04  
Date

6/2/04  
Date of Staff Presentation

J. Smith  
Prepared by

\*adapted from the ASCA National Model: A Framework for school Counseling Programs

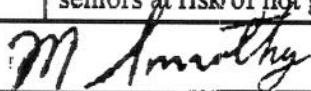


**Utah CGP - Individual Planning: SEOP Guidance Activity  
Action Plan Results Report 2004-2005**

School Clearfield High School District Davis

<b>Counselor:</b>	Each of the 5 counselors in the CHS Counseling Department
<b>Target Group:</b>	Seniors who are behind in credits and/or citizenship credit
<b>Curriculum/Materials</b>	<p>August '04: Annotated graduation summaries were given to each senior at registration.</p> <p>Terms 1,2,3: Letter sent to parents of each senior behind in credit and/or citizenship</p> <p>1<sup>st</sup> term: Due to increase in counselor loads caused by doubling the number of smaller learning communities and other added responsibilities, counselors were unable to make the planned individual calls to parents.</p>
<b>Start Date:</b>	<p>Started August '04 with graduation summaries</p> <p>Started end of 1<sup>st</sup> term with senior letters (10/26/04)</p>
<b>End Date:</b>	Ended at the end of 3 <sup>rd</sup> term with senior letters (3/28/05)
<b>Process Data: (Number of Students affected)</b>	250 to 375 out of 550 seniors were at risk of not graduating sometime during the school year.
<b>Perception Data:</b>	Data incomplete on numbers of letters actually sent. On the average each counselor sent 50 to 75 letters each term. Since we have been sending letters many years, the average number of letters being sent has not varied much except when individual calls were made.
<b>Results Data:</b>	None (Individual phone calls abandoned)
<b>Implications:</b>	Counseling load and responsibilities prevent addition of individual phone calls at the end of each term to parents of seniors at risk of not graduating.

Principal's Signature



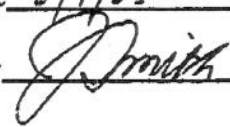
Date

6/7/05

Date of Staff Presentation

6/7/05

Prepared by



**Utah CGP - Closing the Gap Action Plan 2004-2005\*** *(small group)*  
 Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Clearfield High School District Davis

Target Group: All Seniors

Target Group selection is based on the following data/information/school improvement goal : Incomplete data for last year's senior SEOP information presentations and the school improvement goal for better communication

Intended Behavior	Utah CGP Student Outcome or desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Change the perception by seniors that the SEOP process is not helpful and worthwhile	Seniors will recognize the SEOP information presentations as part of the SEOP process and receive important updated information bi-weekly.	Each counselor will be assigned 4 Eng. 12 classes to visit bi-weekly. The counselor will provide 5 Min. presentations that meet the needs of each individual classes.	Schedule bi-weekly class visits Prepare pre/post survey	Pre Survey (October 2004) Post Survey (May 2005)	Sept. 2004 May 2005	Approximately 590 Seniors

*M. Smith*  
Principal's Signature

6/7/04  
Date

6/2/04  
Date of Staff Presentation

*[Signature]*  
Prepared by

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

## Utah CGP - Closing the Gap Results Report 2004-2005

School Clearfield High School District Davis

<b>Counselor:</b>	Each of the 5 counselors in the CHS Counseling Department
<b>Target Group:</b>	All seniors the the class of 2005
<b>Curriculum/Materials:</b>	Calendar of senior dates and deadlines CHS Scholarship Bulletin SEOP process and information Asking each class what information is needed Individualized information to meet needs of the students in each English 12 class.
<b>Start Date:</b>	Started the week of September 15-19, 2004
<b>End Date:</b>	Ended the week of May 17-21, 2005
<b>Process Data: (Number of Students affected)</b>	600 Seniors
<b>Perception Data:</b>	Meeting with seniors of class of 2004, we found they didn't understand the SEOP process. Each English Class was given the same information without regarding the make up of the class. We wanted to individualize the information to meet the needs of each individual English 12 class.
<b>Results Data:</b>	Number of requests for scholarship applications and information increased. We experienced an increase in the number of seniors returning for follow up SEOP conferences to request additional information and help.
<b>Implications:</b>	We feel that our effort to individualize the information given to each English 12 class was effective in reaching more seniors and giving them the information specific to their SEOP goals and plans. We will continue the bi-weekly SEOP information visits with each counselor determining what information to give to each class. We will continue to ask the class members what information they need.

Principal's Signature

M. Smith

Date

6/7/05

Date of Staff Presentation

6/7/05

Prepared by

J. Smith

# Utah CGP-Guidance Activities Action Plan 2004-2005 (Large Group)

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School DAVIS HIGH SCHOOL District DAVIS SCHOOL DISTRICT

Target Group: (whole school, entire class) ENTIRE SCHOOL WITH EMPHASIS on 10th graders

Target Group selection is based upon the following data/information/school improvement goals: \_\_\_\_\_

DATA indicates some students have low reading skills (UBSET, grades, etc.)

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
improve READING ABILITY	READING skills will improve. THUS affecting ALL CLASSES requiring reading skills	THROUGH CLASS ACTIVITIES AND testing	none	TEST AT end of class AND additional tests throughout course	August 2004 June 2005	100-120

Principal's Signature [Signature] Date 6/8/05  
 adapted from the ASCA National Model: A Framework for School Counseling Programs

Date of Staff Presentation —  
 Prepared By [Signature]





# Utah CGP- Guidance Activities Results Report 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Davis High School District Davis School District

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
ALL COUNSELOR INVOLVED IN Identifying STUDENTS	STUDENTS HAVING DIFFICULTY READING ie. Lower grades in Eng & Hist. classes	READING 180 MATERIALS	Aug 04 June 05				
COUNSELORS REVIEW grades after 1st term. TALK WITH STUDENTS and parents to recommend class -	STUDENTS referred by parents or by students themselves			100-120	STUDENTS WERE TESTED AT BEGINNING of CLASS and TESTING AT end of test.	STUDENTS READING SKILLS (overall) INCREASED BY one grade level	If students are identified early and TAKE THIS COURSE IT CAN help. reading skills therefore helping to improve grades -

Principal's Signature Ruben A. Herrera Date 6/8/05 Date of Staff Presentation         

Prepared By Chris Bull  
\*\*Include actual numbers and attach data, examples and documentation

# Large Group Action Plan

## Utah CGP-Guidance Activities Action Plan 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Northridge High School District Davis

Target Group:(whole school, entire class) Whole School

Target Group selection is based upon the following data/information/school improvement goals: Students need information to help them move forward in personal lives, career prep./colleg prep + academic success.

Intended Behavior/Result	Utah CGP Student Outcome or Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
all students are invited to participate during lunch time, informative sessions conducted by guest presenters	<u>DOMAINS</u> ① Academic Learning Development ② Life/Career Development ③ Personal Social Development	① Guest speakers ② Handouts ③ Projected information ④ Use of Little Theater 1 x per month presentations are given to students/teachers. Announcements made by flyers to administrators	① Little theater ② Media equipment ③ Counselor coordinator ④ Teachers encourage students to attend by: A) extra credit points B) prep. devel. C) a makeup year.	No formal evaluation. Attendance is kept for each session + given to teachers. Short term frame. Hard to do pre/post test Maybe next year.	Sept 15 2004 - March 2 2005	All students invited Approx 2,100

Scott Miller  
Principal's Signature

5/13/05  
Date

Scott Miller  
Date of Staff Presentation

5/25/05  
Prepared By



ENTERED



# Utah CGP- Guidance Activities Results Report 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Northridge District Davis

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
Linda Holmes counselor	All students invited	Presentations + Q + A covering personal development, academic preparation, + Career planning. 1. Media equipment 2. Handouts	Sept 15 2004 - March 2 2005	About 900 students attended. The data show 984 but some attended more than one session	No pre/post test this year. We will try to put that together for next year. We just kept rolls + gave them to teachers	Some students attended every session. Favorable comments by students + teachers	Data tells us that students need information in small group setting for academic + personal support, scholarships, career opportunities for internship. they can make informed decisions

Scott Nicks  
Principal's Signature

5/13/05  
Date

5/25/05  
Date of Staff Presentation

Scott Nicks  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers and attach data, examples and documentation

# Small Group Action Plan

## Utah CGP- Closing the Gap Action Plan 2004-2005\*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Northridge

District Davis

Target Group: all senior class students

Target Group selection is based on the following data/information/school improvement goal: All srs. will gain knowledge to help them graduate with goals, a transition plan, & technological resources for further exploration

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
All seniors will have & be able to access information to help them graduate from high school, develop plans for transition to post-secondary training or workplace	Domains ① Career Learning ② Life/Career Development	① Pre/Post Test (see example) ② Game show presentation for student involvement ③ Handout of information & web sites to take home	① All counselors ② Computer Lab ③ Power point projectors	① Post Test ② Sampling of student knowledge through game show	Sept 21 to Sept 22	Approx 650

Scott Nilsen  
Principal's Signature

5/13/05  
Date

5/25/05  
Date of Staff Presentation

Scott Nilsen  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs



**ENTERED**

# Utah CGP- Closing the Gap Results Report 2004-2005\*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School \_\_\_\_\_ District \_\_\_\_\_

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What do the data tell you? What can the student do with this now?
	All seniors approx 700						When pretest was completed few or none of the students could answer the question on it. As they were told where to go on internet, they found their answers. We hope they were able to go on their own to use the information they've needed.
Evette Ashton Linda Holmes Judy Scott Kathy Williams Marc Farris		① Pre + post test ② Home show presentation ③ Handout to take home	Sept 21 to Sept 22	Approx 700 seniors	Pre/ Post test. All students answered post test as they worked through information on internet.	All students who did pre/post test were able to locate + write down information as they worked through post test.	

Scott Farris  
Principal's Signature

5/13/05  
Date

5/25/05  
Date of Staff Presentation

Scott Farris  
Prepared By

\*adapted from the ASCA National Model: A Framework for School Counseling Programs

\*\*Include actual numbers supporting conclusions and attach data, examples and documentation

# Viewmont High School

Viewmont High will send their reports to me and I will forward them to you. I am confident that the Viewmont High team has done the project and report. They are an outstanding group of professionals. They thought the report had been sent to me before the deadline. It is on their secretary's computer. She is out of the state. Thanks, Diann

# Utah Comprehensive Guidance Program

Closing the Gap Action Plan <sup>2004-2005</sup> ~~2002-2003~~

VIEWmont

Target Group: LIFE SKILLS COHORT

Target Group Selection Is Based upon the Following Criteria: ALL 10<sup>TH</sup> GRADERS ENROLLED IN DRIVERS ED.

Data Driving This Goal: \_\_\_\_\_

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
REDUCE-TEST ANXIETY  IMPROVE - STUDY SKILLS  STRESS MANAGEMENT  LIFE SKILLS CURRICULUM  "LIFE STRATEGIES FOR TEENS"	CREATE YOUR OWN EXPERIENCES  LIFE REWARD ACTIONS  LIFE MANAGEMENT	GROUPS  CLASSROOM SETTING	JAY MCGRAW LIFE STRATEGIES FOR TEENS  STEPHEN COVEY 7 HABITS FOR HIGHLY EFFECTIVE TEENS	IMPROVED - ATTENDANCE - GPA  -	2 <sup>ND</sup> TERM GROUP 1  4 <sup>TH</sup> TERM GROUP 3  1 <sup>ST</sup> TERM GROUP 2  3 <sup>RD</sup> TERM GROUP 4	500 STUDENTS,

Scott Tomic  
Principal's Signature

Sept 21, 2005  
Date

[Signature]  
Date of Staff Presentation Prepared By

01/04/06  
TM

# Guidance Activities Action Plan (Large Group)

## Utah CGP -- ~~Closing the Gap~~ Action Plan 2004-2005

School: Woods Cross High School

District: DAVIS

### Target Group: All WXHS Juniors

Target Group selection is based on the low numbers of Juniors that take the ACT. Our School Improvement Plan states that we will assist students in planning for post-high school options. We believe that taking the ACT in their Junior year will better prepare students for college application process and other post-high school options.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How we measured results)	Start/End Dates	Projected # of Students Impacted
To have all WXHS Juniors take the April ACT	Students will be better prepared for the college application process and/or other post-high school options by having their ACT results earlier.	Counselors will discuss the benefits of taking the ACT during the student's Junior year in English classes. Counselors will discuss ACT in-depth during the Junior SEOPs and give each Junior an ACT registration packet. Counselors will arrange for ACT Preparation Classes before the April ACT.	Staff needed include all counselors. Individual teachers will be asked to teach the ACT Prep classes – one teacher per subject area tested (Math, English, Science, and Reading)	Data results from ACT in previous years compared to 2004-05 school year. We will look at number of students taking ACT early in their Junior year and also number of students applying for college early in their Senior year.	9/2004 thru 5/2005	450 students

John Sadler  
Principal's Signature

6-8-05  
Date

9-14-04  
Date of Staff Presentation

Carol J. Petersen  
Prepared By





# Utah CGP – Closing the Gap Results Report 2004-2005

School: Woods Cross High School

District: DAVIS

Counselors	Target Group	Curriculum and Materials	Start Date End Date	Process Data Number of Students affected	Perception Data Pre and Post test competency attainment or student data	Results Data changes in behavior, grades, attendance including achievement data, achievement related data	Implications What do the data tell you? What can the student do with this now?
Myra Hendricks Sharon Hewlett Alan Porter Carol Petersen	All students in the Junior Class	ACT Registration Packets  ACT Prep book	9/2004 thru 5/2005	400	210 Juniors took the April 2004 ACT.  116 Juniors took the April 2005 ACT.  65 Juniors took the June 2004 ACT.  95 Juniors took the June 2005 ACT	The numbers surprised us because we had gone to great lengths of getting the word out. But we realized why the number this year was so low. There are about 250 students that went on our school's Band and Choir trip to California this year. The date of the trip conflicted with the April ACT date. Many of those students were Juniors. Those Juniors took the ACT in June and some will take the ACT in October. Our numbers increased for the June ACT.	Those students who took the April ACT 2005 will be able to plan for their post-high school options earlier than those who wait to take it later. We will have individual Senior SEOPs in September and be better able to counsel those students who have received their ACT scores.

  
Principal's Signature

6-8-05  
Date

5-24-05  
Date of Staff Presentation

  
Prepared by



# Utah CGP – Closing the Gap Action Plan 2004-2005 (Small Group)

School: Woods Cross High School

District: DAVIS

## Target Group: Peer Support Class

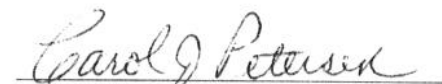
Target Group selection is based on the Prevention Needs Assessment Survey Results for 2003 which showed that students wanted help with alcohol related personal problems. Students needed more information and knowledge about the affects of alcohol.

Intended Behavior	Utah CGP Student Outcome or Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How we measured results)	Start/End Dates	Projected # of Students Impacted
We will use the program <b>Protecting You/Protecting Me</b> (PYPM) which teaches high school students current brain research on the effects of alcohol. High School youth trained in the model will then teach scripted lessons on alcohol use and its effect on the development of the brain to elementary age children.	High School students will learn the effects alcohol has on the brain. These students will be able to make better decisions concerning the use of alcohol. This knowledge will become ingrained as the high school students teach the elementary students these important lessons. When students understand that drinking alcohol negatively affects their brain, they will quit drinking or cut down on the alcohol consumption.	Peer Support Class teacher will teach class the PYPM curriculum. Counselor will support teacher by arranging for high school students to teach in elementary schools, grades 1-5 and coordinating the program. Counselor will also help answer questions on alcohol and tobacco use and process with the class.	High School * Peer Support Teacher * Counselor  Elementary School * Principal * Teachers 1 - 5	Pre and Post test	7/2004 thru 5/2005	32 High School Students  300 Elementary School Students

  
Principal's Signature

6-8-05  
Date

5-24-05  
Date of Staff Presentation

  
Prepared By




## Utah CGP – Closing the Gap Results Report 2004-2005

**School: Woods Cross High School**

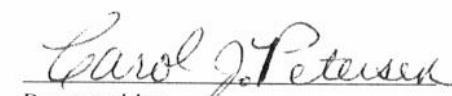
**District: DAVIS**

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data Number of Students affected	Perception Data Pre and Post test competency attainment or student data	Results Data changes in behavior, grades, attendance including achievement data, achievement related data	Implications What do the data tell you? What can the student do with this now?
Carol J. Petersen	Peer Support Class	Protecting You/Protecting Me Curriculum from MADD	July 2004 thru May 2005	340 Elementary Students  32 High School Students	Seniors and Girls comprised the majority of participants. Over half intend to go to college and an additional 30% plan to go to graduate school. Before the program, 5 of the participants indicated that they had ridden in a car with someone who was drinking alcohol, marijuana, or tobacco. One student reported drinking and then driving within 2 hours of drinking. Over 76 % of the students said that if people under 21 years of age understood that drinking alcohol negatively affected their brain development, they would quit drinking or cut down on their alcohol consumption.	The average GPA of the 32 students responding was 3.32. After the students had been trained on the PY/PM model, the 14% who did not think that drinking was dangerous for youth under 21 years of age changed their mind: 100% of the group said that drinking alcohol was dangerous after the program was over. Teachers at the elementary schools were very positive about the program and said that the high school students were very professional and were good role models for the younger students.	None of the students said that they can't wait to be old enough to drink alcohol legally. Students are making wiser decisions concerning alcohol use. Many students had a positive experience teaching the elementary students and would like to pursue a teaching degree.

  
Principal's Signature

6-8-05  
Date

5-24-05  
Date of Staff Presentation

  
Prepared by